DOCUMENT RESUME

ED 416 363 CE 075 783

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TITLE	Women in Non Traditional Occupations. Tierra de Oportunidad Module 26. LAES: Latino Adult Education Services Project.
INSTITUTION	Hacienda La Puente Unified School District, City of Industry, CA.; California State Univ. Inst., Long Beach.
SPONS AGENCY	California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE	1997-00-00
NOTE	26p.; For related modules, see CE 075 757-787.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Basic Skills; Behavioral Objectives; Career Education; *Career Exploration; English (Second Language); *Females; Immigrants; Job Skills; Learning Modules; Lesson Plans; Literacy Education; *Nontraditional Occupations; *Occupational Information; Vocational Interests
IDENTIFIERS	California; 353 Project

ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, discusses women in nontraditional occupations. It is designed to help women consider the option of working in nontraditional occupations and to recognize that access to these jobs is competitive because they are well-paid. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. Resource sheets include self-assessment survey to determine whether the student is cut out for a nontraditional career and interest inventory. A sample lesson plan begins with a cover sheet with objectives (learners and context, room setup, to bring, to do ahead, media used, and steps). The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: analyze jobs held by men and women; research skills, duties, responsibilities, and salaries; discuss whether women can fulfill those requirements; and debate in favor and against women in nontraditional jobs. (YLB)

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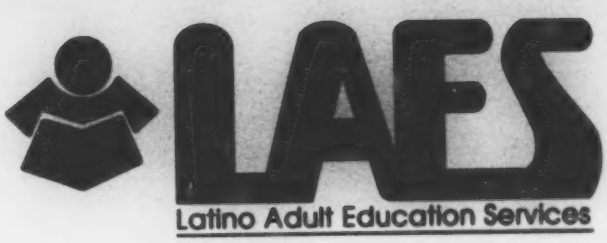

Tierra de Oportunidad

MODULE 26

Women In Non Traditional Occupations

Ed Kissam and Holda Dorsey

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Contract #4213

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INSTRUCTIONAL AREA
Advancing Work and Career

MODULE 26
Women In Non Traditional Occupations

Overview

Women should consider the option of working in a non-traditional occupation because many of the traditional jobs most easily available to them -- housework, restaurant work, garment industry work -- involve marginal working conditions, very low wages, job insecurity, and few opportunities for promotion. With very few exceptions, non-traditional occupations pay much more than the occupations which have traditionally been filled by women.

Non-traditional occupations for women are any jobs which have usually been done by men, such as construction, plumbing, machine operating, mechanics, driver, or pilot. However, instructors should remember that many occupations which are now routinely filled by both men and women in California may, from the perspective of an immigrant woman who has learned about careers in her native country, seem non-traditional. These kinds of occupations include work in jobs such as: equipment salesperson, financial planner, utilities meter reader, telephone installer, computer programmer, landscaper, television camera person.

Some of the occupations reserved for men have been justified as requiring particular physical effort. But in reality, the physical demands of these jobs can be easily met by almost all women. Some of the most male-dominated jobs -- auto mechanic, heavy equipment operator, truck driver, cable installer, tree planter -- require no particular strength although working conditions are often demanding.

Some jobs which are now routinely filled by both men and women may often involve some perceived measure of danger or intimation of risks of sexual attacks which used to justify women being denied access to these occupations. Now, many of these occupations are particularly promising for women as large companies want to hire the most qualified person, regardless of gender. These sort of jobs include for example, pest control, police officer, and work in jobs such as cable installer, telephone installer, security guard, etc.

Finally, many jobs which have not traditionally been filled by women were formerly reserved for men because men were the primary wage earner. These jobs include a wide range of management, professional, and technical positions. Although these occupations now include women as well as men world-wide, they may not have been considered carefully by women in adult learning programs.

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In considering, non-traditional occupations, women should recognize that access to jobs in these areas is competitive because they are well-paid. Anyone, man or woman, who seeks a job must take advantage of personal networks, be prepared to learn rapidly and accurately, either in pre-employment training or on the job, and overcome any pre-conceptions they may have about whether it is appropriate for men and women to work together in close quarters, under stress, or in stressful working conditions.

Basic Skills Development

Basic Skills	reading and analyzing job descriptions; estimating the costs and benefits of major undertaking;
Thinking Skills	reflection and self-assessment of vocational interests and aspirations; considering alternative options to achieve desired goals;
Learning to Learn	establishing a definite plan to acquire new skills needed to enter a new occupation;
Personal Qualities	building awareness of occupational skills by emphasizing transferability from one domain of functioning, e.g. from family or community to the workplace; assuming responsibility for own decisions; overcoming stereotypes;
Uses Resources	using job descriptions, labor market analyses;
Interpersonal Skills	networking for information; countering hostility; getting along with people different from oneself;
Uses Information	securing specific information related to one's interests, assessing one's own interests, skills, and personal qualities
Works With Systems	understanding job classifications, understanding the differences between informal systems, such as networks and formal systems, such as, company gender-neutral hiring policies.

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Teaching Points

1. **An important reason for women to seek to work in non-traditional occupations is that they are better-paid than in occupations traditionally filled by women.**. With very few exceptions, non-traditional occupations pay much more than the traditional female jobs. On the average, women make about 73 cents for each dollar earned by men.

2. **Non-traditional occupations for women consist of jobs which have usually employed men such as construction, truck driving, plumber, machinist, auto mechanic, or electrician**. Some of these jobs require formal training , certificates, or union membership. For example, in many areas of the country, becoming a plumber, a boiler mechanic, or an electrician requires completion of a union-sanctioned apprenticeship program. However, in some occupations there are both some unionized and some non-unionized companies (for example, companies employing truck drivers, painters, or welders). Women interested in non-traditional occupations must carefully research not only occupational skills required but, also, the labor market and industry patterns.

3. **Additional careful research can help a woman get into a non-traditional occupation which is very competitive**. In some very competitive occupational areas, a woman may find a place where there are more openings -- for example, seeking work in a roto-rooter company cleaning out drains instead of in a company installing plumbing in government buildings. Similarly, a woman who wants to work as a pilot may fairly easily find employment as a flight instructor, since employment as a commercial airline pilot is almost impossible to obtain. These positions which are more accessible may pay less than premium employment but they are likely to pay more than work in a traditional occupation and open the door to eventually access premium positions.

4. **Many men's jobs believed to require a great deal of physical strength don't really require unusual strength**. Some of the most male-dominated jobs -- auto mechanic, heavy equipment operator, truck driver, cable installer, tree planter -- require no particular strength although working conditions are often demanding. Women seeking these kinds of jobs need to be prepared to confront occasional hostility and defuse it by doing their job well, cheerfully, and efficiently.

5. **Some men's jobs require physical prowess but many women can perform this work as well as many men**. Work as a roofer, truck loader, logger, fireman, all place heavy physical demands on whoever does them -- male or female. Women thinking of entering one of these occupations, realistically, should consider whether they are physically prepared to do this work. If they are, they need to recognize it will require stamina to deal not only with the physical demands of their job but a variety of challenges --some subtle, some direct -- from their male co-workers.

6. **Many jobs in emerging occupations or semi-technical blue collar occupations pay very well, or at least better than comparable jobs traditionally filled by women and are easier to access than male-dominated occupations.** For women with appropriate skills these kinds of jobs are an opportune occupational objective as hiring is usually gender neutral. Many of these occupations are particularly promising for women as large companies are clear that they simply want to hire the most qualified person, regardless of gender. Important jobs of this type include cable installers, telephone installers, meter readers for utility companies, electronic equipment repair, software development, landscaping, and sales of specialized equipment.

7. **There is strong demand for women in a variety of management, professional, and technical positions.** These occupations, employing almost as many women as men world-wide, may not have been considered carefully by many women in adult learning programs. Most of these jobs require formal education, but there are some opportunities for upward career mobility for women who begin in traditional jobs in a company. As in all career advancement efforts, women seeking to move into better-paid non-traditional occupations should consider the possibility of seeking a new assignment or new responsibilities, as well as looking for a new job. Secretaries and clerical workers, jobs traditionally filled by women, have often found upward career mobility by transferring into areas where their technical abilities or management abilities were valued. Waitresses can work their way up into management positions in the restaurant industry. Women farmworkers with good mathematics and communication skills can become supervisors or managers.

8. **In competing for the relatively well-paid jobs in non-traditional occupations, a woman must be prepared to take advantage of personal networks.** She must also be prepared to learn rapidly and accurately, either in pre-employment training or on the job, and overcome any pre-conceptions she may have about whether it is appropriate for men and women to work together, in close quarters, under stress, or in stressful working conditions. In many areas, informal or semi-formal women's networks can provide valuable information and support to women who, like them, are willing to make the effort to enter into an unfamiliar occupational area. At the same time, male friends, family members, or neighbors can help a qualified woman get a job in a non-traditional occupation from which she might otherwise be excluded.

9. **One of the first steps a woman should take is to consider carefully her actual vocational interest, aptitude and experience.** Many women have censored themselves by downplaying their ability in areas which traditionally had been thought to be a man's area, such as, mathematics, mechanics. This is where vocational tests and good vocational counseling can be most helpful, revealing that a woman's actual skills and interests make her well-suited for an occupation she may never have considered. It is useful for women to reflect on how skills

they may have developed in the course of managing their families or in community participation may transfer into the workplace. One of the most obvious recognition is that parenting provides excellent experience for working in a wide variety of managerial jobs.

10. **There is a great deal of stereotyping and misunderstanding of the skills and aptitudes required for many jobs.** For example, police officers require good communications skills and the ability to work well in teams, as much as they need to be able to shoot well. Electricians need more skill in blueprint reading than in construction itself. Women seeking to enter non-traditional occupations should take initiative in finding out all they possibly can about the occupation, the job requirements, the reputations of different companies. Ideally women should simultaneously inventory their own aptitudes and interests while reviewing what skills are actually required to do well in a non-traditional occupation. For example, repairing electronic equipment makes high demands on problem-solving ability, reference skills, and fine motor dexterity but requires little mechanical ability. Skill inventories, required by many personnel directors, place more emphasis now on the ability to communicate well, motivate, nurture, negotiate, and back up one's team than in the past -- skills very similar to parenting.

11. **Immigrant women probably face special barriers while, at the same time, having special advantages, in competing for non-traditional jobs.** Immigrant women should carefully inventory the advantages they have in competing for some non-traditional occupations while weighing these against the special constraints they face. For example, immigrant women who are bilingual have a special advantage in competing for many supervisory or management positions where they would supervise a limited-English workforce (e.g. in the hotel industry, in agriculture, in electronics manufacturing). Yet they may, at the same time, need to overcome barriers because they retain an accent or are not yet familiar with cultural mores in a job where management is inclined to hire an employee with whom they feel at home. These pluses and minuses need to be acknowledged and confronted ahead of time, not to dissuade women from seeking these positions but to prepare them to prevail.

Suggested Learning Activities

1. Have the class prepare a table with two columns. List in the left-hand column jobs traditionally filled by women; list in the right hand column, jobs traditionally filled by men and compare the pay rates for each. Using an occupational outlook manual (or local labor market information) have the class research the pay rates for all the jobs listed. Have the class compute the average pay for the men's jobs listed vs. the women's jobs. Why is there a difference? What does the difference amount to over the course of a year?

2. Prepare a table with columns for eight different categories of skills -- communication skills, physical strength, problem-solving, decision-making ability, mathematical reasoning, reading ability, fine motor dexterity, and teamwork. List the skills needed for a variety of non-traditional jobs for women and identify to which category each skill belongs. Do women in the class feel more optimistic about their ability to do this kind of a job after the exercise than before. If not, why not, and what might a woman who was interested in one of these jobs do to compete for it. Good occupations to consider include: police officer, bank manager, copy machine repairer, telephone installer, landscape contractor, plumbing, cabinet-making, carpentry.

3. Ask a woman who works in a non-traditional occupation or who is an owner of a business with non-traditional occupations to talk to the class about how she decided she was interested in that field, what it took to get into the field, and what she or other women she knows could do to help interested women get into her occupation.

4. Review, with the class, the basic job qualifications for non-traditional jobs listed in the newspaper and compare the qualifications with class participants' skills. Discuss what kinds of educational investments, including self-directed study, might allow them to develop the skills they need.

5. Have the class discuss whether there are any opportunities for transferring from a traditional woman's job to a non-traditional job at the company they work at or in the industry they work in. What considerations would enter into seeking to transfer into a new non-traditional kind of work.

6. Ask the class to identify four male-dominated occupations they are interested in and invite men working in these occupations to the class to explain why they think it would be a good or a bad idea for a woman to get into their line of work.

7. Invite an employment lawyer or a human resources specialist from a large company to talk to the class about the kinds of companies which tend to emphasize gender-neutral hiring and why. Ask them to explain to women how they can identify companies which will be open to women seeking non-traditional employment.

8. If the class has access to the Internet have women explore the Web Pages maintained by the U.S. Department of Labor on non-traditional occupations.

9. If the class has access to the Internet have women use the browser to research information on non-traditional occupations by listing the occupation job title.

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Resources

California Department of Education
Career Development Unit - Gender Equity Office
Sacramento, CA
(916) 558-4860

Non Traditional Jobs Speakers Network
Ms. Lyn Dabney Shaw
(310) 430-9181

Counselors, Local Adult School or Community College

Resource Sheet #1
Women in Trades Training Partnership, "Quick Self Assessment"
Developed by WOW. It can be used by other communities, with an acknowledgment to WOW.

Resource Sheet #2
"Non-traditional Job Interest Inventory"

Online Resources
Web sites for different occupation/industry clusters. These sites have a wide range of resources, including bulletin boards for posting resumes or listing jobs, generic information on occupations and/or wages, training schools, and much more.

Department of Labor
www.dol.gov

Employment and Training Administration
www.doleta.gov/programs

Apprenticeship and Training
www.wdsc.org/bat/

California Employment Law
www.emplolaw.com
www.accessil.com/iwttp/nontrad.htm

American Vocational Association
www. avaonline.org/

Dictionary of Occupational Titles (DOT)
www.wave.net/upg/immigration/dot_index.html

Occupational Outlook Handbook.
stats.bls.gov/ocohome.htm

Commercial Textbooks
ESL For Action, Addison Wesley
Unit IX, Looking Ahead

How To Get A Job And Keep It, Steck Vaughn
Unit 8, Changing Your Job

Job Survival Skills, Educational Design, Inc.
Ch. 10, Initiative
Ch. 11, Goal Setting

Ready to Work, Contemporary Books
Ch. 10, Succeeding On The Job

Working In English, Prentice Hall
P. 142, Talking About A Promotion

Workskills Book 1, Prentice Hall
Unit 9, Goal Setting
Unit 10, Job Training and Continuing Education

150 Ways To Keep Your Job, J. Weston Walch
Ch. 8, Getting Promotions and Raises

Are you cut out for a Nontraditional Career?

Find out by taking this self-assessment survey.

Are you:
(Check those that are true for you.)

_____ a person who likes to take on challenges?

_____ in good physical health or fitness?

_____ a person who needs to earn more than $6.00 per hour to support yourself and your family?

_____ a person who needs to have access to health care and other benefits?

_____ willing to explore new things, new places, new places, new people?

Total number of answers checked: _____

Have you:
(Check those that apply.)

_____ Worked in a nontraditional job before as a paid worker, volunteer, or as a hobby?

_____ Received a high school diploma or GED?

_____ Obtained your driver's license?

_____ Traveled and enjoyed going from place to place?

_____ Used tools to build or repair items in your home or apartment?

_____ Worked on your car or someone else's?

_____ Done handiwork such as knitting or crafts?

_____ Followed a pattern in sewing?

_____ Regularly participated in a sport or worked out?

_____ Planted and maintained a successful garden?

_____ Fixed a broken television, radio or computer?

_____ Entered / completed a trade school program for a vocational skill?

_____ Driven / fixed farm machinery?

_____ Used power tools / built a piece of furniture?

_____ Followed a recipe?

_____ Worked independently, with little supervision?

Total number of answers checked: _____

Do you dislike:
(Check those you don't like to do.)

_____ Working at a desk all day?

_____ Working with groups of children or sick people?

_____ Dealing regularly with the public in a store or restaurant?

_____ Helping others solve their personal or family problems?

_____ Working indoors?

_____ Working in one place all day?

_____ Answering questions and referring people to other sources of information?

_____ Completing written products?

_____ Using the same equipment all the time?

_____ Work in which you rarely use your physical strength?

_____ Receiving lots of supervision and feedback on your work?

Total number of answers checked: _____

Grand Total: _____

Add up the total numbers of answers checked for all three sections. If you checked off eight or more responses, a nontraditional job may be for you!

This self-assessment questionnaire was developed by WOW. It can be adapted for use by other communities, with an acknowledgement to WOW.

Non-traditional Jobs, Interest Inventory

Do You Like To:

(Circle 1 if you like to do these activities, 2 if you are willing to do them although not very interested in them, and 3 if you don't like to do them.)

Work with your hands?

1____ 2____ 3____

Make repairs around the house?

1____ 2____ 3____

Fix outlets, radios stereos?

1____ 2____ 3____

Work outdoors?

1____ 2____ 3____

Drive cars, vans, farm equipment?

1____ 2____ 3____

See concrete results from your work?

1____ 2____ 3____

Solve technical problems/puzzles?

1____ 2____ 3____

Work from a pattern, blueprint or diagram to construct or make things?

1____ 2____ 3____

Paint, wallpaper, fill in holes in the walls?

1____ 2____ 3____

Total your interest score: _____

If your total score is less than 20, a nontraditional job may be for you!

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26. WOMEN IN NON-TRADITIONAL OCCUPATIONS

OBJECTIVES

- analyze jobs held by men and women;
- research skills, duties, responsibilities and salaries;
- discuss whether women can fulfill those requirements;
- debate in favor and against women in non-traditional jobs.

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. There are many learners whose English is limited.

TO BRING

Flip chart paper
Color pens
3 x 5 cards
Dictionary of Occupational Titles
Occupational Outlook Handbook
Newspaper's classified section

TO DO AHEAD

Set up computer for students use.
Make arrangements for students access to Internet.
Print job titles on 3 x 5 cards.

MEDIA USED

Overhead, flipchart, computer, online service, 3 x 5 cards.

STEPS

List jobs
Introduction
Reading
Questions
Select three
Discuss potential
Break
Set up debate
Debate
Reflection
Closure

Lesson Plan: 26. Non- Traditional Jobs

	List Jobs	Teacher puts two large sheets of paper on the wall, one labeled "Men's Jobs" and the other labeled "Women's Jobs"
(10 min)	*Motivation* *• Establish Tie to Interests*	Teacher asks students to list jobs traditionally held by men and women on the appropriate paper. Teacher reviews the lists.
	flipchart	
	Introduction	Teachers states the objectives of the lesson. Today we will look at Non-Traditional Jobs for Women.
(10 min)	*Information Preview* *• State Objectives Informally*	We will: Analyze jobs held by men and women; Research skills, duties, responsibilities and salaries; Discuss whether women can fulfill those requirements; Debate in favor and against women in non-traditional jobs.
	overhead	We will also practice: Working with a team; Negotiating agreements; Organizing information.
	Reading	Teacher distributes "Laying the Foundation" and asks students to read print materials to themselves.
(10 min)	*Information Acquisition* *• Silent Reading*	
	print	
	Questions	Teacher ask students to work with a partner. Students are to check their understanding of the reading by asking questions of each other. When teacher asks them to "move" students need to find another partner and again ask questions of each other. Teacher may ask students to "move" and change partner at least four times.
(15 min)	*Practice & Feedback* *• Q & A*	

Lesson Plan: 26. Non- Traditional Jobs

	Select three	Teacher asks students to sit in groups of four. Teacher offers 3 x 5 cards with job titles on them.
(30 min)	*Practice & Feedback* *• Group Practice - Indep.*	Each team will select three cards.
	mixture	Teams will research the skills needed, the duties and salaries of the jobs selected. Teams may use computers, the Occupational Outlook Handbook, newspaper classified sections, the Dictionary of Occupational titles, and other materials to research the needed information.
	Discuss potential	Teacher asks teams to discuss among themselves whether women could fulfill those jobs.
(15 min)	*Information Acquisition* *• Discussion*	Some teams may report back their findings to the whole class.
	Break	Students take a few minutes to rearrange the seating in two separate areas. Teacher completes paperwork.
(15 min)	*Other* *• Break*	
	Set up debate	Teacher asks students to sit in two groups.
(15 min)	*Motivation* *• Establish Tie to Interests*	Group Pro is to prepare arguments in favor of women working in non-traditional jobs. Group Con is to prepare arguments against women working in non-tradional jobs. Teacher may allow students to change groups if they are very uncomfortable with a pro or con position.

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Lesson Plan: 26. Non- Traditional Jobs

Debate

(25 min) *Practice & Feedback*
- *Creative Practice*

Teacher asks each group to select two spoke persons to represent their position.

Teacher may be the moderator or assign the oldest member of the class to moderate the dabate.

Each side may have five minutes to present their argument and then three more minutes for rebuttal.

Reflection

(10 min) *Closure*
- *Reflection*

Teacher asks students to take a few minutes to reflect on the days topic and how it may affect them personnally.

Students may volunteer their thoughts or write them in their journals.

Closure

(10 min) *Closure*
- *Learner Summary*

Students restate the objectives and give examples
We:
Analyzed jobs held by men and women;
Researched skills, duties, responsibilities and salaries;
Discussed whether women can fulfill those requirements;
Debated in favor and against women in non-traditional jobs.

We also practiced:
Working with a team;
Negotiating agreements;
Organizing information.

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Women In Non-Traditional Occupations

OBJECTIVES

Today we will:

- analyze jobs held by men and women;
- research skills, duties, responsibilities and salaries;
- discuss whether women can fulfill those requirements;
- debate in favor and against women in non-traditional jobs.

We will also practice:

- working with a team;
- negotiating agreements;
- organizing information.

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Laying the Foundation

What is a nontraditional job?

Nontraditional jobs for women are any jobs in which 75% or more of those employed are men, i.e., carpenter, auto mechanic, welder, printer, maintenance mechanic, milker, computer repair technician, cable installer, pest controller and truck driver.

Why should more women consider nontraditional jobs?

- It is a fact that 43% of all working women are employed as clerical workers, retail salespeople, waitresses, and hairdressers, which can be classified as "traditional" female jobs.
- Women in traditional jobs earn 20% to 30% less than women in nontraditional occupations. Such occupational segregation is the main reason why women make 73 cents for every dollar that men make.
- Many women are just as capable as men to meet the physical demands of nontraditional work.
- Women who choose nontraditional work enjoy a high degree of work satisfaction.
- Nontraditional jobs better enable women to support themselves and their families.
- All workers, male or female, have a right to choose among a full range of occupations, not just those dictated by traditional and specialization.

Examples of Nontraditional Jobs

Computer repair technician
Plumber
Cable installer
Bricklayer
Household appliance installer/repairer
Welder
Printer
Truck driver
Cabinet maker
Carpenter
Heavy equipment operator
Pest control
Heating, ventilation & refrigeration mechanic
Machine tooler
Electrician
Painter
Irrigation technician
Auto mechanic
Machinist
Boiler mechanic
Environmental technician
Landscaper
Utility worker

Developed by WOW and is being used by the Sacramento County Assessment Network. It can be adapted for use the other communities, with an acknowledgement to WOW.

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Date: _____

Student Name _____

Teacher Name _____

Student Survey
Women in Non -Traditional Occupations

Please answer the following questions so that you and the instructor can have an idea of how much you already know about the subject of *Women in Non - Traditional Occupations.*

1. Do you know the differences between traditional and non traditional occupations for women? Can you give examples of 3 traditional jobs of women and 3 non - traditional jobs?

Traditional Occupations for Women	Non Traditional Occupations for Women
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____

2. Are there advantages for women working in non-traditional occupations?

Yes _____ No _____ Not sure _____

3. If you answered yes, can you name a few of the advantages of non traditional jobs for women?

_____

_____

_____

4. Are there disadvantages to women working in non-traditional jobs?

Yes _____ No _____ Not sure _____

If Yes, please describe some below:

_____

_____

_____

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5. **How do you feel about women working in non-traditional jobs?**

_____It's fine

_____I don't have a strong opinion

_____I don't think they should

_____Not sure

6. **How do the men you know well feel about women working in non-traditional jobs?**

Father _____

Husband/ Boyfriend _____

Brothers _____

Others (please specify) _____

Who	How he feels about women in non-traditional occupations
_____	_____
_____	_____
_____	_____

7. **Role play: Please work with the Counselor to give Maria some advice.**

Background: Maria is talking to a counselor at the adult school where she is studying. They are talking about her skills and interest to help her choose a career. Maria has very traditional attitudes about women's occupations. She is smart but doesn't have a lot of formal education. The counselor is trying to help her consider some non traditional careers for herself. Create a role play between Maria and the counselor.

a. **Things Maria has said she likes doing:**
Talking to people, cleaning, being outdoors or active, making sure what she does she does well, solving problems. She has worked as a clerk in an office and as a person making mattresses in a factory. She's only made about $5.50 an hour in the work she's done.

b. **Traditional Careers she might be interested in and their advantages and disadvantages:**

c. **Non-traditional careers or jobs she might be interested in and their advantages and disadvantages:**

LAES

Date: _____

Student Name _____

Teacher Name _____

Module 26
Women in Non Traditional Occupations

1. What did you learn from this unit?

_____

_____

_____

_____

_____

2. Is there anything else about this subject which you would like to know which was not explored in the class or workshop?

_____

_____

_____

_____

_____

3. After studying and discussing this subject, have your feelings or attitudes about women working in non-traditional jobs changed? If so, how?

_____

_____

_____

_____

_____

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4. Choose between one of the following two activities.
Persons choosing activity "a" will be assigned a partner.
Persons choosing activity "b" will work in a small group.

a. Pick a non-traditional job or occupation and analyze it. If there is someone who you know well who does not believe that women should work in non traditional jobs, prepare good reasons (or good arguments) why women should be able to occupy such jobs.
Write down your arguments. Role play your argument with your partner. Your partner will ask you questions and disagree with you. When you are finished ask your partner for suggestions to make your argument stronger. Then ask the person you know who doesn't believe that women should work in non traditional jobs if you can talk with them about the subject. Present your argument. Write up the results and turn them in to your instructor.

b. In a small group present a role play to the whole group using one of the following situations. After you present your role play to the whole group, the group will make comments and suggestions.

(Marie and Charles have been married, for 12 years. Their 2 children are in school. Marie has a job taking care of a 2 year old boy in his home 5 days a week but the pay is very low. She wants to start her own landscape business with her friend Elena. Elena has a pick-up truck and has occasionally helped her husband Raymond who works for a landscape contractor. Charles tells Marie that landscaping is not a woman's job and he tells her she can't do it. Create a role play to resolve this situation. Show interactions between Marie, Charles, Elena and Raymond.

or

(Sofia is 18 and the single daughter of a very traditional Mexican immigrant father -Jesse - and mother - Gilda. Sofia was born in the United States and is currently attending the local community college. She wants to become a police woman. Her father forbids her to do this and tells her this is not a woman's job. Her mother agrees. He tells her she should become a secretary or nurse. Create a role play between Sofia and her parents. You can include a conversation between Sofia and a friend or teacher as well as the conversation between Sofia and her parents.

LAES

Write-up for Option 4a

- What is the non-traditional job or occupation you are discussing?

_____

- What skills or knowledge or physical abilities are required for this occupation? Can a woman handle them?

Skills or knowledge or physical abilities required	Can a woman handle them?

- Why do you think women aren't often in this occupation now?

_____

_____

- Can the barriers keeping women from being part of this occupation be overcome? How?

_____

_____

- What are your arguments for why it would be good for a woman to apply for such of a position:

_____

_____

_____

- Do you think these would persuade you or someone you know to apply for such a position?

_____

_____

LAES

Write up for option 4b:

Situation discussed: ❍ Marie and Charles are married, or ❍ Sofia is 18

⟨ Conversation:

⟨ How is the problem resolved:

⟨ Do you think this will work for her? What will help it work? What will be a barrier for her?